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ABSTRACT

This document presents a detailed outline of the elements that need to be considered in creating a staff development program. It deals with such topics as, Who needs it? What is it? and, the possible pitfalls of a staff development program. Also included are a diagram of a model of staff development and a brief outline of a program planning sequence. (IRT)

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STAFF DEVELOPMENT

CONSIDERATIONS

An Outline Prepared for
the Toledo Public Schools

March, 1974

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I. What does "staff development" mean?

A. Who needs it?

1. Who: determination of S.D. "target groups" or clients of S.D.

2. Needs: assessment of individuals and sub-groups relative to system problems and trends.

3. What: direct and visible S.D. programs; indirect programatic S.D. -- as in development of new competencies through involvement in ad hoc problem-solving committees, teams

B. What is it?

1. Job expansion

2. Career development

3. Professional "growth"

4. Institutionalized change process, coping with system crises

5. Development of new or emerging competencies

C. What forms might it take?

1. Variety of expansion-type activities such as seminars, retreats

2. Institutional -- individual mutually defined objectives

3. Simple check sheet evaluation: threaten job security

4. Union contract item to negotiate: a condition for employment

5. Job description item: for promotions, new employees, job changes

* 6. Indirectly: as in "team management": new involvements

7. Rotation

II. How are staff development needs determined?

A. What happens "naturally"

B. Why are the staff "deficient"?

1. Are there obstacles in the system?

2. Identify the obstacles

3. Remove or modify institutional barriers to "natural" staff development

C. Who sees the need for S.D. and why?

D. The measurement of S.D. or the lack of it

1. "Unobtrusive Measures": indirect assessment of the condition

2. Questionnaires, interviews

a. To target groups on their own perceived needs

b. To other groups about the target group

3. "Brainstorming" and "sensitivity" sessions of which one purpose is the assessment of the conditions of need for S.D.

III Possible pitfalls in S.D.

A. Raising expectations about promotion, pay raises, other extrinsic rewards

B. Assuming S.D. can be completely planned

C. Not planning

D. Assuming all individuals in the system or system sub-groups (custodians, assistant principals, high school social studies teachers, cooks) have similar motivations and expectations.

E. Selecting any one or two avenues for S.D.

F. Implications of inadequacy, fear of job loss

IV Evaluating S.D. programs

A. Assuming any program is based on measurable objectives, evaluation problem would be minimized

B. Use a "systems" evaluation plan as in the CIPP model

1. Context: community, client, societal needs

2. Input: resources required to assure some chance of success

3. Process: any S.D. component is "monitored" in progress toward objecti make adjustments as needed

4. Product: extent to which objectives were attained

C. Use computer information system to monitor the above

V The organization of S.D.

A. Programatic: make S.D. an intrinsic part of what needs to be done in the system; not an isolated experience or another "level of bureaucracy"

1. For example: if there is a determination of the need that TPS substantially boost its planning ability, an ad hoc team is assisted by S.D. office resources in developing such ability

B. Flexibility, diversity, variety and development potential be built into S.

C. Intrinsic rewards as basis for any S.D. program

1. Extrinsic rewards, if any, carefully explained in terms of limitations

D. Organization of S.D. program(s) comes after determinations of:

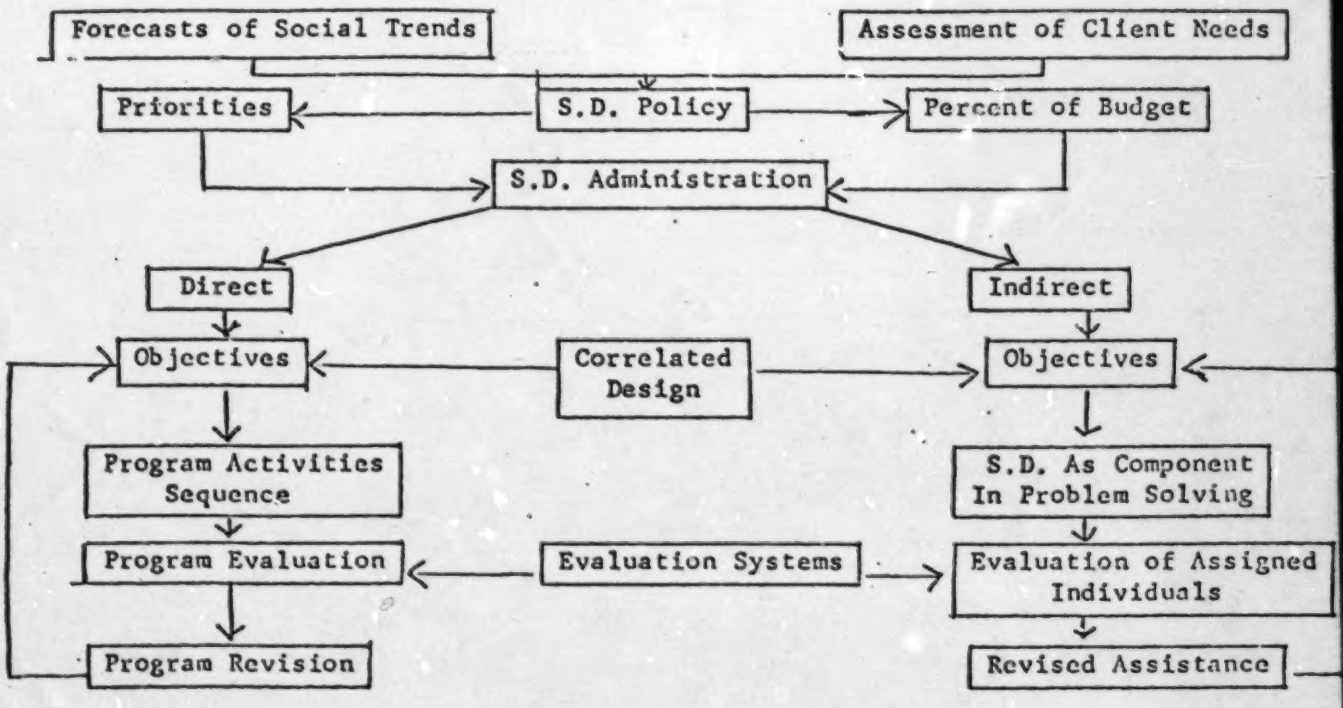
1. Projected competencies required by the system

2. Assissment of present individual competencies

3. Relation of projected to present competencies

4. Determination of S.D. priorities

VI A model for staff development:



VII Other S.D, Considerations

A. Fitting the individual to the institution using S.D.?

1. Luck or lack of it

2. Fitting the institution to the individual

a. Rotation

b. Revised Job description or "re-assignment"

3. "Misfits": S.D. as capitalizing on such stimulus

4. "Deadwood": S.D. as assessing causes first; psychic drain?, "future shock"?, conflicting expectations?, overload?

B. Certainties in S.D.

1. Increasingly rapid organizational change

a. S.D. is part of the organization's response to shock

2. Necessity of stabilizing the organization into new but flexible forms related to changing expectations

3. S.D. occurs "naturally" for some or many

a. Facilitation by support, recognition

C. S.D. definitions:

1. Coping with change, conflict, stress, new information

2. Assistance in solving critical system problems

3. Development of new, emerging competencies

4. Developing a better fit of system to its community

D. S.D. as O.D. (organizational development), a form of development research and evaluation requiring a policy commitment of funds adequate to the task of "organizational renewal"

PROGRAM PLANNING
SEQUENCE

1. Study the FORECAST literature (10-25 years)

    a. social, ethical, organizational
    b. technological, scientific
    c. economic, political
    d. educational

2. Design an ASSESSMENT of Educational Needs inventory based on Step 1.

3. Administer the Assessment inventory to:

    a. students of the school district
    b. their parents
    c. faculty and administration

4. Collate the results of the above assessments

5. Develop educational PROGRAM OBJECTIVES from the results of the assessments, Step 4

6. Present the objectives to ascertain PRIORITIES (policy)

7. Design PROGRAM PLAN ALTERNATIVES with COSTS

    a. optimum alternative
    b. adequate alternative
    c. minimum alternative

    Based on priority objectives, Step 6

8. Determine level of program funding, select appropriate alternative

9. Develop Program Learning ACTIVITIES sequence with provision for CONTINUOUS INDIVIDUAL PROGRESS

10. EVALUATE program IN PROGRESS

    a. equipment
    b. space
    c. materials
    d. faculty
    e. students
    f. objectives

11. Implement program improvements based on Step 10

    a. eliminate unnecessary activities
    b. eliminate duplicating activities
    c. redesign program as needed
    d. adjust program activities to individual student learning styles, modes, rates
    e. reassign students and faculty as necessary
    f. acquire additional, more appropriate equipment and materials as indicated

12. Conduct EVALUATION of RESULTS in reference to program objectives

    a. program results based on:
    b. individual student progress and development

13. Return to Step 1, or 2, or 3,

    or 5: Develop REVISED program objectives
    or 9: Develop REVISED program activities
    ——— as indicated by Step 12

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